



Arizona's Federal Accountability System 2011

Arizona Department of Education
Research and Evaluation Section

Overview

- ✿ Overview of AYP
- ✿ School and LEA Improvement
- ✿ Persistently lowest achieving schools
- ✿ Appeals
- ✿ ADE timelines for data correction, preliminary classifications, appeals, and final determinations.
- ✿ Accountability applications

Three Components of Adequate Yearly Progress (AYP)

- ✿ 95% of enrolled students must be assessed.
- ✿ Students must meet all Annual Measurable Objectives (AMOs).
- ✿ Students must meet threshold or demonstrate adequate gain for the Additional Indicator:
 - ★ High schools – graduation rate
 - ★ Elementary schools – attendance rate

Percent Tested

Students enrolled on testing dates should be tested.

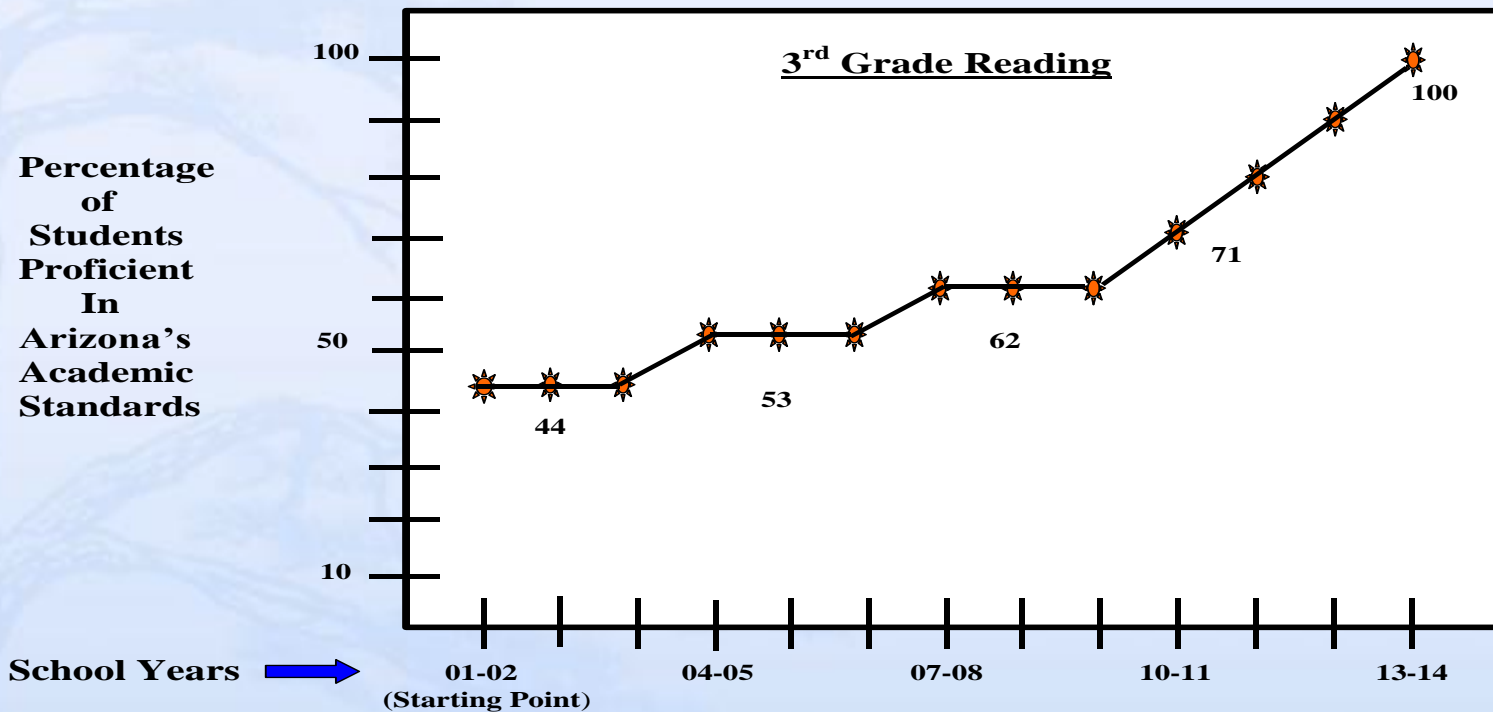
- ✧ Elementary Testing date : 04/11/2011
- ✧ HS Reading Testing date: 03/02/2011
- ✧ HS Math Testing date : 04/05/2011

Annual Measurable Objectives

- ▶ Annual Measurable Objectives (AMOs): the percentage of students that must pass AIMS in order for a school to make AYP.
- ▶ AMOs differ by subject and grade, **but not by subgroup.**
- ▶ Details about the AMOs can be found in the NCLB Technical Manual.

Sample AMOs

Arizona's No Child Left Behind Act Plan



2011 Arizona Annual Measurable Objectives

Grade	Reading AMO (percent passing)	Math AMO (percent passing)
3	71.9	65
4	67	63
5	65.9	58
6	67	57
7	69.4	58
8	65.5	58
High School	61.4	61

Four Chances to Make the AMO

- ✿ Make AMO directly
- ✿ Make AMO using confidence interval
- ✿ Make AMO via safe harbor
- ✿ Make AMO using growth model

Safe Harbor Determination

- ✿ The Safe Harbor provision is a two-part test.
 - Both parts must be met.
 - Part 1: requires that a group make a 10 percent reduction over the previous year in the percent of students failing AIMS.
 - Part 2: requires that the subgroups meet the standard for the third indicator of student achievement.
 - ★ Graduation rate for high school
 - ★ Attendance rate for 3 - 8
 - The attendance rate used for safe harbor is grade specific rather than school-wide.

Safe Harbor Determination (Example)

1. Percent Reduction:

Percent not passing 2010:	20%
Percent not passing 2011:	17%
Percent reduction	$= (.17 - .20)/.20$ $= -.03/.20$ $= -15\%$ Yes!

2. Other Indicator:

Attendance rate 2010:	94%
Attendance rate 2011:	93% > 90% Yes!

Growth Model

- Growth Targets: Student must show sufficient growth to reach proficiency within three years or 8th grade — whichever comes first.
- Students who meet their growth target count as proficient.
- It is possible for proficient students not to meet their growth target.
- If percent of students who meet their growth targets is greater than or equal to AMO: group meets AMO

Additional Indicator

- ✿ A high school must have a four-year graduation rate of 80 percent, or a 2 percentage point improvement over the previous year.
- ✿ An elementary school must have a school wide attendance rate of 90 percent, or a 1 percentage point improvement over the previous year.

AYP Details

- ✿ All schools are evaluated under NCLB.
- ✿ Schools are evaluated by grade & in each subgroup specified by NCLB:
 - ★ Race/Ethnicity;
 - ★ Special Education;
 - ★ Limited English Proficient; and
 - ★ Economically disadvantaged
- ✿ Minimum group size of 40 students.
- ✿ For percent tested: best of current year or three-year average.
- ✿ Small schools: three-year average used for AMOs.

AYP:

Who's In and Who's Out

Percent Tested	IN: ALL students enrolled at testing time.
AMO	IN: All students enrolled at testing time who have been enrolled for the full academic year (FAY).
ELL Subgroup	% Tested--IN: All ELL students enrolled at testing time. AMO IN: ELL + FEP students who are FAY

AIMS-A 1% CAP

The 1 percent cap:

- For AYP for LEAs, the number of students taking an alternate assessment (AIMS-A) who can be considered proficient cannot exceed 1 percent of enrollment of grades tested.

Example:

District enrollment in grades 3-8 & 10 = 1000;

1 percent = 10 students

20 students take AIMS A;

15 are proficient

5 = 15 – 10 must be counted as not proficient.

- Only affects AYP, not student's official score.
- Not a limit on number of student who may take AIMS A.
- Students not proficient for LEA AYP are also not proficient for school AYP.
- LEAs may appeal cap.

School Improvement

Schools get into improvement or go to the next level if

- ✧ They miss AYP in the same subject for two consecutive years

Or

- ✧ They miss the additional indicator for two consecutive years.

LEA Improvement

LEAs get into improvement or go to the next level if

- ★ They miss AYP in the same subject for two consecutive years in all grade bands (3-5, 6-8 and HS)

Or

- ★ They miss the additional indicator in all grade bands for two consecutive years.

PLA Schools

- ✿ Two rounds – in 2009 and 2010
- ✿ In 2010 – State board ruling that PLA schools will also be identified as Underperforming in AZ LEARNS.
- ✿ No PLA Schools in 2011 based on current guidance.

Appeals

- ✿ Schools and LEAs may appeal AYP determinations.
- ✿ School and LEA determinations must be appealed separately.
- ✿ Appeals must address the issues related to a school or LEA's status based on the following:
 - Statistical - use of incorrect data.
 - Substantive - one-time incidents outside of the school's/district's control that adversely affect performance.
 - Instructions available on the common logon.
 - **Appeals must be submitted using the appeals application available on the common logon.**

Statistical Appeals

- ▶ Examples: Students in incorrect subgroup, grade and/or school; incorrect enrollment; incorrect SAIS IDs.
- ▶ Entity must correct its data for appeal to be granted.
- ▶ Student counts; student program membership; and graduation rates are available.
- ▶ Ensure that program memberships, entry and exit dates, and withdrawal codes are correct and up to date before June 30th, 2011.

Data Corrections

- ✿ If you have corrected the data, you do not have to submit an appeal.
- ✿ AYP will be recalculated for all entities after June 30th.
- ✿ Data uploads to SAIS may change your AYP determination (Yes to NO)

Substantive Appeals: Percent Tested

- ▶ Explain in detail why students could not be tested (including retest).
- ▶ Identify students with SAIS ID.
- ▶ What has worked:
 - Severe illness, institutionalized, extremely dire circumstances.
- ▶ What hasn't worked:
 - Excused parental absence, just "sick", unexcused absence; refused to take test.

Substantive Appeals: Test Results

- ▶ Circumstance that adversely affected test scores that are:
 - Outside of school's control.
 - Non-recurring.
- ▶ Must demonstrate impact on test scores.
- ▶ Performance of individual students may not be appealed.
- ▶ What has worked:
 - Tragic event at test time affecting teachers/students.
- ▶ What hasn't worked:
 - Construction, student demographics, district policies regarding testing/teacher assignments, demonstrations.

Applications

On-line applications available to ensure data accuracy:

- ✧ Graduation/dropout rate
- ✧ SAIS ID corrections
- ✧ Student counts report

Timeline

Preliminary Data from SAIS	May 20 th , 2011
Preliminary AYP	June 15 th , 2011
Preliminary AIMS release	June 29 th , 2011
Appeals Close	June 30th, 2011
AIMS public release	July 13 th , 2011
AYP public release	July 20 th , 2011

Parental Notification

- ▶ Federal regulation requires a district or charter to provide parents of eligible students with notice of their public school choice options at least 14 days before the start of the school year (34 CFR § 200.37(b)(4)(iv)).
- ▶ If school starts before final release, LEA must act on preliminary AYP.

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